

## College considering increasing general education in courses and programs over a five-year period

By the late 1990s, George Brown students could be spending more time studying English, math, social sciences and humanities.

This is one of the most likely results of a series of draft principles about general education that President Doug Light is currently circulating in the College for consideration and comment.

This change should be accomplished without significant effect on the professional and vocational content of George Brown programs, he says.

The principles, which were developed at Light's request by a committee of the Academic Division, were presented to College Council and the Dean's Council in December. Light told College Council that he would like to present the principles to the Board of Governors for adoption as College policy early in 1991.

They propose three ways to increase general education at George Brown:

- incorporate new general education

courses, such as liberal studies, into existing programs;

- add or develop general education content in vocational courses;
- sponsor extracurricular events such as speeches, debates, and fine arts performances.

The principles also include a recommendation that a taskforce be established to study the issue and consult with groups within the College, and that a college-wide curriculum review be held to ensure programs contain an appropriate balance of vocational courses, generic education such as communications, math and sciences, and general education courses in the arts, humanities and social sciences.

Light's principles also recommend that the definition and goals of general education found in the provincial Vision 2000 report be used as a basis for developing general education at George Brown.

Vision 2000 recommends a significant increase in the generic skills and

general education content of full-time college programs to ensure "an equivalence of learning outcomes between these components and specific occupational skills."

The Premier's Council Report issued this year also urges colleges to increase generic education. "Colleges should be responding to broader workplace requirements by providing analytic and problem solving skills, functional literacy, numeracy, technological literacy, communications and interpersonal skills."

Any increase in generic or general education at George Brown should be phased in over a five-year period to "prevent displacement of faculty, to foster a smooth process of curriculum revision, and to permit time for professional development," according to the principles.

Currently, George Brown has no overall policy on general education or the number or type of elective courses that students take. Individual academic departments now decide the entire course contents of programs they offer.

The debate about general education has gone on for years in the college system, and at George Brown. Some staff and program advisors argue that course time is needed to teach job-related skills so graduates are more immediately employable. Others say general education enhances students' lives by exposing them to aspects of the world outside their skill areas. It also increases their career advancement, ability to deal with new workplace technology, and job mobility by giving them better communication and reasoning skills, they say.

The Board of Governors and the President's Advisory Committee, which is made up of academic deans and department directors, have decided that increasing the amount general and generic education in programs is a key direction for the 1991/92 year. (See Doug Light's column on page 2.)



**GEORGE BROWN REMEMBERS** - Casa Loma plumbing apprenticeship student Roy Martell gets a button bearing the message "Stop Violence Against Women" from Technology Division technician Donna Tozzi on Dec. 6. Thousands of buttons were distributed at all campuses, and special programs were held at Casa Loma and Nightingale, to mark the first anniversary of the Montreal massacre of 14 women.

Photo: Mary Ann Rogers

# Themes, directions and priorities for 1991/92

Over the last few weeks, I've had the privilege of meeting with staff groups all over the College. It has been a welcome opportunity to meet new staff, greet long-time colleagues and hear about current issues and concerns.

These meetings, of which there have already been more than 20, have also provided an opportunity to discuss some of the critical issues affecting the College system, including federal and provincial education policies and the pathfinding Vision 2000 and Premier's Council reports. They have also provided an opportunity to share some of the strategic initiatives developed by George Brown's management team.

In many of these sessions I have referred to seven themes or directions for George Brown in 1991/92. These were developed in co-operation with the President's Advisory Committee this fall, and have been presented to College Council and the Board of Governors.

These themes, which will occupy much of our attention over the next year and beyond, are as follows:

## 1. Human Resource Development:

The 1990s will be a decade of further technological and social change. Human resource development is a key element in coping with change and it is critical to the College's future success. Human resource development is a college-wide responsibility. We must all invest more energy and time into developing a philosophy, attitudes, initiatives, and systems that foster the development of each College employee.

We must promote self-renewal and provide the opportunity for people to develop the skills for effective participation in creating the changes that affect them.

Human resource development underpins all other themes and directions that follow.

**2. Partnerships:** Partnership agreements with organized labour, business, community groups and agencies, and other educational institutions will be central to the operation of George Brown in the future. The College is enriched by the alliances it forms within its community. Each partnership provides an opportunity for George Brown to provide a broader



## Comment by Doug Light

range of services to our constituents, and in so doing, strengthens the College's role in the social and economic well-being of our community.

The College must further refine its skills and strategies in developing effective partnerships.

## 3. Generic Skills and General Education:

College graduates must be better equipped to cope with a working environment characterized by constant technological change and greater interdependence within the workforce. George Brown graduates in particular must demonstrate the sensitivity and adaptability required of them in an increasingly complex multiracial, multicultural society. Critical thinking, communication and problem-solving skills are essential to our students' continued growth, development and mobility.

The College must develop a progressive plan to enhance the generic skill and general education components of our curriculum over a five-year period.

**4. Total Quality:** The quality of a student's experience at George Brown is closely related to program content, program delivery, student services and the College's physical environment. We must strive to achieve the highest level of quality possible in all four areas.

Academic and service staff must join forces in a mutual recognition of the importance of providing quality service to our students.

## 5. Integrated, Co-ordinated Approach:

While individual departmental initiatives continue to be supported, there are significant opportunities for collaboration between and among departments within the College.

We can provide a higher quality of service to our students and community and make better use of limited resources through a more integrated, co-ordinated approach to our daily

operations. We can encourage and support teamwork in the provision of a broader range of service to our community.

**6. Leadership:** The College must build upon its strengths by establishing the areas in which it is, or can be, a recognized leader. It must identify and vigorously promote areas of special expertise, recognizing the unique capabilities of staff within such areas of specialization. It must develop strategies to further its leadership positions, including support for a national or international perspective, the professional development of other professionals in the field and a proactive role in advocacy and lobbying.

## 7. Communication and Participation:

Open communication and participation is critical to a collective commitment to our future as a college. Our actions must be characterized by collaboration, consultation and integrity.

Together, these directions create a powerful mandate for action by George Brown. Virtually every part of the College has a role to play in fully realizing the potential implicit in these themes.

Our movement in acting on these directions is being guided by our Board of Governors, which focused its attention on several key themes at its recent retreat.

Board members, with invited representatives of College Council, academic and support union locals and students, spent an entire day mulling the issues facing George Brown. With the help of a facilitator, they reviewed the College's situation from several angles and quickly focused on several key issues.

There was collective agreement that human resource management, the quality of education, the development of partnerships, and our role as a progressive force in our community needed more attention.

Participants in the retreat identified these areas as important for George Brown's reputation as well as its ability to operate effectively. The following statements outline the Board's conclusions:

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# Events

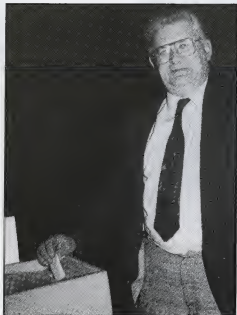


Photo: Mary Ann Hogan

**VOTING DAY** - Architectural Technology teacher Eric Carter casts his ballot at Casa Loma in the Board of Governors election on Dec. 6. Academic staff elected Access Division teacher Amy Thornton to the Board with 134 votes, while Miro Klement polled 44 votes. Students elected Community Services student Edward Smith to the Board with 168 votes, while Tim Mitchell got 149 votes and Claude Lindsay polled 45.

## Themes and directions

Continued from page 2.

**Human Development:** George Brown should be known as a model for the development of its staff, and its employees should be known for their motivation and achievement. The methods discussed to achieve these goals included employment and pay equity, professional development, staff recognition, and innovative job sharing or exchange programs.

**Quality Education:** George Brown needs to extend and consolidate its quality approach to education. Beyond a curriculum review and introduction of new general and generic education components, it needs to examine all facets of student life. George Brown should also explore new articulation agreements and co-operative ventures.

**Partnerships:** In addition to our established partnerships with community agencies and organized labour, the College should explore educational partnerships with the business community. These could provide relevant courses, workplace training and ancillary services.

**Dec. 21** - College closes at the end of normal hours for winter holiday.

**Jan. 2** - Happy New Year! George Brown re-opens for 1991. Resumption of classes for most post-secondary programs and most apprenticeship programs.

**Jan. 4-5** - Men's invitational basketball tournament, St. James gym. For information call the Athletics Department at 867-2176.

**Jan. 8** - Board of Governors meeting, 500 MacPherson Ave., boardroom, 5 p.m. All welcome.

**Jan. 17** - College Council meeting, 500 MacPherson Ave., 8:45-11 a.m. Theme: Meeting special needs of students. All welcome to attend. For information call Brian Cooper at 867-2231.

**Jan. 18-19** - Men's invitational volleyball tournament, Fri. night and Saturday, St. James gym.

**Jan. 23** - General meeting of Advisory Committee for Equity (ACE), Casa Loma Campus, 160 Kendal Ave., boardroom (Room C318), 8:30 to 10:30 a.m. All staff and students are welcome. For more information, call June Kingshott at 944-4621.

**Jan. 23** - Basketball "Cap" night. Official George Brown College athletics caps will be handed out to the first 50 spectators at a double-header game against Fanshawe College. St. James gym, women's game, 6 p.m., men's game, 8 p.m.

**Jan. 30** - Staff development seminar: *Presentation Skills* led by communications consultant Bina Feldman of Seminars by Design, 200 King St. E., Room 663, 9 a.m. - 5 p.m. For more information, call Linda Purser at 944-4661.

**Feb. 4** - Start date for many winter post-secondary programs. For details call the Information Services Department at 867-2464.

**Progressive Role model:** The College should further its reputation as a progressive institution in the areas of race and ethnic relations, access and equity. It has a unique opportunity to assume a role as a resource, leader and role model in these areas in the community at large.

There is a clear correlation between the Board's priorities and several of those adopted by the President's Advisory Committee. This consensus is a natural development, stemming from a common understanding of the challenges facing George Brown in the coming years.

Now, together, and with a common vision, we are beginning to put our words into practice.

For example, with general agreement from all sectors of the College, we are starting the lengthy and delicate process of increasing the amount of general and generic education in our programs. (See story on page 1.)

The principles about general and generic education at George Brown, which were developed by a committee of the Academic Division, will provide a framework for reviewing and

amending the content of our programs.

This process, like virtually all of our themes, directions and Board priorities, will take a considerable amount of time to accomplish. The care and consultation that goes into all our initiatives will, I believe, be readily apparent in the results.

Every year, the time between the start of classes in the fall and the holiday in December seems to grow shorter. This year was no exception at George Brown. It was a busy fall, with a crisis at Casa Loma, a new provincial government and new Minister at Queen's Park. It was also a time for planning and looking ahead.

Right now, I expect we are all looking forward to our annual winter break. To all members of George Brown's community, I wish a safe and happy holiday, and all the peace and joy this season can bring.

D. E. Light

# Names in the News

Richard Vincent won't have the harsh Canadian winter to contend with this year. Instead, the St. James English and Liberal Studies teacher will be basking in the warmer climes of New Zealand, with side-trips to such tantalizing places as Tahiti, Hawaii, and Australia. Vincent is leaving Dec. 28 for a year-long faculty exchange at the Auckland Institute of Technology (A.I.T.) in New Zealand. In his place at George Brown will be A.I.T. teacher Mary Thoreau, who will live in Vincent's Toronto home with her husband and three teenage children. "A cold winter day in Auckland (in July or August) would be like one of our cooler October days," says Vincent, "but I'm afraid Mary Thoreau is in for a bit of a shock."

Vincent is no stranger to New Zealand. He earned his Master's Degree in English from the University of Auckland in 1973. Before joining George Brown 16 years ago, he spent two years in New Zealand and travelled extensively through the South Pacific and the Far East. He went again to New Zealand in the summer of 1982. This will be his third trip to a country he has come to know as his "second home."

Vincent will be teaching classes in A.I.T.'s Department of Communications Studies, including courses in English, communications, human relations, introductory psychology, and sociology. "I am looking forward to seeing old friends again and magnificent scenery, as well as living among three million friendly people and 60 million silly sheep!"

Lloyd Perry, the former Official Guardian for the Province of Ontario, has added a new job to his resume. Perry just finished teaching a course in Law and Society at George Brown, administered through the Seniors' Programs at Casa Loma. The fall daytime course, which dealt with issues such as the Charter of Rights, was filled to capacity with 30 class members, said Seniors' Programs Coordinator Susan Rudin. "We had to cut off enrolment," says Rudin. "It was fabulous. They want to continue the course, or something like it, next year." It was Perry's first time teaching at George Brown. "He really enjoyed it," Rudin says. "He liked it better than teaching at law school, because of the participants and their lively conversations."



**HELPING HANDS** - College Vocational program student Violet Naklicki helps mail out some continuing education calendars at St. James in late November. She was one of 30 students in the new program for basic-level high-school graduates who spent a few hours job shadowing a College staff member. For many, like Naklicki, it was their first "job" experience, says program teacher Joan McKay. College staff who demonstrated their jobs were "so supportive," says McKay. She thanks Joe Wheeler, Haroun Ali, Brian Schlotzhauer, Anita Madrus, Debrah Williams, Cindy Nevins, Suzanne Blais, Shirin Khosravaneh, Yasmin Walli, Wendy Leung, Sheky Woon Yew, Phyllis Caney, Camille Ewert, Sandy Korotki, Dave McDougall, Joe Manno, Peter Wirum, Andrew Stock, Loreen Miskevich, Dorothy Deaton, Cathy Wilson, Jean Wilson, Steve Troian, Mario DiCarlo, Tina Dinardo, Vickie Espinosa, Avril Headley, Carole Ann MacDonald, Lisa Vietra, Tim Traux, Bonnie Teperman, Wyoming Ramsay, Anna Samples, and John King.

## City College News

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George Brown  The City College

Thinking of buying someone a pet for Christmas? Think of the Toronto Humane Society first, says Client Services Consultant Loreen Miskevich. The society's animal shelter usually has dozens of healthy and beautiful animals for adoption, she says. A modest fee covers the cost of vaccinations and licence, and many dogs and cats are already spayed or neutered. Miskevich, who got an award in December for her volunteer work with animals, can be reached at 867-2273.

The Human Resources Department has told us of the following staff changes:

New faculty member at George Brown is Ming Quon, who joined the Electrical Technology Department at 160 Kendal Ave. in August, 1990.

New support staff are: Marlene Bell, Michelle Heighington, Nancy Kreckler, Sonia Roman, and Marie Zupo, all at newly opened Nightingale Day Care Centre; Diane MacLean in the Early Childhood Education program at Nightingale; Margaret Bishop-Meikle in the Ontario Skills Development Office at 180 Frederick St.; Glenda Comeau in the Graphic Arts Division and Patricia Farrow in the School of Business; Laura Iachetta at Kensington's Learning Centre Day Care; Amin Safwat in Caretaking at 160 Kendal; and Peter Tsafatinos in Plant Operations at 146 Kendal.

Support staff transfers include: Ruth Adliff moves from Community Services at Nightingale to the International Centre at St. James; Jacqueline Cook moves from Fashion District Day Care at 511 Richmond St. W. to Nightingale Day Care; Carol Fortune moves from the School of Business to Campus Management at St. James; Suzette Pushie of the Learning Centre Day Care at Kensington moves to Nightingale Day Care; and Patricia Sturino moves from Campus Management at St. James to Community Services at Nightingale.

Name changes include: Jacqui Cook of Fashion District Day Care who is now Jacqueline Cook; and School of Business teacher Susan Coulter, who is now Susan Star.

Retiring from the College are: Aileen Kelson of Student Placement at Kensington, and Alex O'Reilly, Director of International Outreach. Leaving the college are: Charlotte Harrysson and Bonnie Weglarz.